Name: Rachel Fischhoff Grade: 5 Date: May 2, 2012

Revision—sentence length

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| Lesson Sources: Portland Informational Article |
| Lesson Objectives: Students will be able to revise their essays to include varied sentence lengths by using adverb clauses—the openers strategy. |
| Standards: Common Core 5. W. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) |
| Multicultural Content: |
| Materials and Advanced Preparation: anchor chart |
| Prior Knowledge and Skills Needed: essay to revise |
| Key/New Vocabulary: |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Writers, you have been doing a great job writing your essays, and I have been learning a lot about weather phenomena and natural disasters. I think you are ready to try on a craft strategy that writers use to make their writing really dazzle their readers! | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * When sentences have the same pattern and are all the same length, they can sound repetitive or even boring to the reader. Writers use many strategies to vary the length and structure of their sentences. * Today I want to teach you one of these strategies—I call the strategy “An openener that tells us how, when, or where.” * Let me show you what I mean by looking at sentences from an essay about snakes called “Big, Big Gulps”. * *“When the snake swallows its dinner, its mouth can stretch wide open.”* * I like this writing, because it expands the sentences by telling two actions. * It also helps me create a clear picture in my mind-I can see the snake swallowing and it’s jaw stretched wide open. * The author used a comma. I hear or feel a pause when I read that sentence. The opener phrase is separated from the sentence by a comma. * Let’s study the next sentences together. * *Because* snakes eat such big meals, they don’t need to eat every day. * *After* feasting on a pig or chicken, these huge snakes can go for more than a year without any other food. * *As* the snake works its food down its throat, it pushes its * windpipe out of its mouth. * What do you notice? What do you like? Do you see how the author is using a comma? | * Active listening | * Active listening |
|  | **3. Have-A-Go (optional)**   * Playing recorders is something we all know a lot about. So I’d like you to compose 2 sentences using openers we’ve seen today—as, when, because… * Here are some I composed: * *When I play recorder in class, I tfollow the musical notes on the SmartBoard.* * *As I play “Ode to Joy,” I try to remember to blow not to hard and not too soft.* * *Because I was learning the recorder, my roommate was getting annoyed!* * Now you try * Here some examples. | How will students be actively involved?  By:   * Practicing the mini-lesson | * Conferring * Share out |
|  | **4. The Link**   * Writers, today I would like you to reread your body paragraphs. Have you varied sentence lengths and structures? Could including a sentence opener make your writing even clearer and more exciting for your reader? | **(Workshop Time)**   * Students will continue working on essays, incorporating sentence openers as a revision strategy. | * Conferring |
|  | **5. Closing (at the share)**   * Hear some sentence openers. | * Choose some students to share | * Shares, conferring notes. |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?